**KS2 PoS Objectives and Yearly Statements – Year 3**

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| **KS2 Programme of Study objectives. Pupils should be taught to:** | **By end of year 3 pupils:** |
| 1. Listen attentively and show understanding by joining in and responding; appreciate stories, songs, poems and rhymes in the language. (L, Sp, R) | Can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly, **e.g. Unit 1 lesson 2 – name and greetings.**Can follow along and repeat key words from a song, rhyme or poem, **e.g. Unit 3 lesson 6– ‘¿De qué color?’ song.** |
| 2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.(L, R,W) | Can recall key phonics’ words (and gestures), and read them aloud with good pronunciation, **e.g. Unit 2 lesson 7 – days of week.** |
| 3. Engage in conversations; ask and answer questions;express opinions and respond to those of others.(L, Sp) | Can ask and answer simple pre-learned questions from memory, **e.g. Unit 1 lesson 6 – name and well-being role play.** May be restricted to a couple of topics covered in class.May not understand the formation of questions and answers. |
| 4. Seek clarification and help. (Sp) | Can indicate that there is a problem using a pre-learned phrase, **e.g. All units and lessons – No entiendo.**   |
| 5. Speak in sentences, using familiar vocabulary, phrases and basic language structures.Present ideas and information orally to a range of audiences.(Sp) | Can repeat and say familiar words and short simple phrases, using understandable pronunciation, **e.g. Unit 6 lesson 3 –family members.** |
| 6. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.(Sp, R) | Can read aloud some very familiar words and short phrases with accurate pronunciation, **e.g. Unit 5 lesson 5 – nouns in ‘Sleeping Beauty’ story.** |
| 7. Read carefully and show understanding of words, phrases and simple writing. (R) | Can understand familiar written words and short phrases, **e.g. Unit 5 lesson 3 – word cards to support with sentence production.** |
| 8. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material.(R) | Can use the visual clues and context to follow the gist of a short text, **e.g.** **Unit 5 lesson 6 – reading sentences in ‘Sleeping Beauty’ story.** |
| 9. Use a dictionary.(R) | Can use a word list to locate specific words, **e.g.** **Unit 6 lesson 4** – **support sheet for pets’ writing task.** |
| 10. Write words and phrases from memory.(W) | Can write some single words from memory, with plausible spelling, **e.g. Unit 2 lesson 4 – months’ crossword.** |
| 11. Adapt phrases to create new sentences to express ideas clearly, describing people, places, things and actions orally and in writing.(Sp, W) | Can, with support, substitute one element in a simple phrase or sentence to vary the meaning, e.g. the colour adjective or the noun, **e.g Unit 4 lesson 5 – changing colours in a body part description.** |
| 12.Understand basic grammar, including gender of nouns, definite articles, singular and plural forms of nouns,adjectives (place and agreement),conjugation of key verbs (and making verbs negative),connectives and qualifiers, adverbs of time, prepositions of place; how to apply these to build sentences and to explore how they differ or are similar to English.(Sp, W) | Can use the indefinite articles within the singular masculine and feminine nouns, **e.g. Unit 6 lesson 4 – pets.**Can recognise definite articles**, e.g. Unit 5 lesson 4 – nouns in story.**Can form regular plural nouns, **e.g. Unit 6 lesson 2 – sibling words.** Can identify adjective and noun position, **e.g. Unit 4 lesson 2 – colour of different body parts.** Can use some singular and plural masculine/feminine adjectives correctly, **e.g. Unit 4 lesson 5 – changing singular and plural adjectives in a body part description.**Can use high-frequency verb forms such as I have, it is, I live, **e.g. Unit 6 lesson 2, Unit 2 lesson 6, Unit 4 lesson 3 (siblings, date, town of abode).**Can use the connectives ‘and’ and ‘but’, **e.g. Unit 5 lesson 2 – talking about likes/dislikes.** |

**Spanish Planning Year Year 3 Unit 6 Lesson 1 Date**

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| **Learning Outcomes with link to Programme of Study Objectives** | **Key questions/New Learning** | **Activities** | **Resources** | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:*** **can recognise family member nouns (PoS 1)**
* **can say a family noun in a sentence (PoS 5)**
* **can pronounce silent ‘h’ correctly (PoS 6)**
 | La familia the familyMi hermano my brotherMi hermana my sisterMis hermanos my brothers/sistersMi madre my motherMi padre my fatherMis padres my parentsMi abuelo my grandfatherMi abuela my grandmotherMis abuelos my grandparents¿Quién es? Who is it?Es ... It is ...Soy ... I am | On completion of Unit 6 pupils will do Summative Assessment Task 2 which consists of a presentation that you will assess for accurate pronunciation and creativity. Revise known questions and answers with ball to pupils – name, how are you, age, birthday, what are you doing, favourite colour, where do you live, do you like, e.g. blue, and date.Introduce La familia Simpson with picture flashcards and you take the role of Lisa. ‘Soy Lisa’ (holding up picture). Say ‘¿Quién es?’ as you show each picture to elicit the names, e.g. ‘Es Homer’. (See Unit 4 Lesson 1).Show each picture again and say (see pronunciation link): Marge es mi madre, Homer es mi padre, Bart es mi hermano, Maggie es mi hermano, Abe es mi abuelo, Mona es mi abuela, Homer y Marge son mis padres, Abe y Mona son mis abuelos.Can children identify the silent ‘h’ in hermano/a and explain the difference? (i.e. masculine and feminine).Play flashcard guessing team game, using just the pictures involving singular nouns, where you conceal one of the cards and ask: ¿Quién es? Pupils pretend they are all Lisa and will say, e.g. es mi padre. The pupil who guesses it takes over teacher role.Daily activity – respond to register with a family member. | Ball, timerSound files for family members:<http://tinyurl.com/zque94e>End of unit:Simpson family picture flashcards. | Silent ‘h’inun hermanouna hermanaMi is the same for masculine and feminine singular nounsMis is the plural form.See notes on ¿Quién es? in Year 3 Unit 4 Lesson 1. |
| **Assessment Opportunities** | Pupil responses in game |
| **KS2 Framework Objectives****Oracy 3.2 3.3** | **Literacy** | **Intercultural Understanding** **3.7** | **Knowledge about Language** **4.6** | **Language Learning Strategies****3.3** |

**Spanish Planning Year Year 3 Unit 6 Lesson 2 Date**

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| **Learning Outcomes with link to Programme of Study Objectives** | **Key questions/New Learning** | **Activities** | **Resources** | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:*** **can understand the gender of nouns (PoS 12)**
* **can answer the question about having siblings (PoS 5)**
* **can pronounce hard ‘g’ correctly (PoS 6)**
 | Éste es this is (m)(EH-stay/es)Ésta es this is (f)(EH-stah/es)¿Tienes hermanos? Do you have any brothers and sisters?(tea-en-es/air-man-ohs/oh/air-man-ass)Tengo un hermano/una hermana/dos hermanos/tres hermanasTengo…y…No tengo hermanos | Start with revision of numbers 1-31 with Spanish Maths. (See Year 3 Unit 1 Lesson 7).Show power point where Lisa Simpson introduces her family and pupils see words in written form. Let pupils read the words, then play sound, so they can compare. From slide 7 ask pupils what will be said in the next slide.An alternative power point is the Simpson Family Tree, where pupils say the family member name before the word appears.Teacher takes on role of Lisa again – Soy Lisa – and makes a statement: Tengo un hermano y una hermana and ask pupils what she is saying, i.e. I have a brother and a sister.Show video clip from Early Start Spanish re brothers and sisters where pupils will see other variations of Lisa’s ‘one brother and one sister’.Ask pupils ¿Tienes hermanos? Say your own answer, e.g. Tengo un hermano. Ask named pupils the question and give support with their answers. Remind pupils that if they have more than one brother/sister, they replace un/una with the number and add an ‘s’ (as in English) at the end, e.g. Tengo dos hermanos. Show ‘Brothers and sisters’ power point slide and ask pupils to read out their answers to the new question.Play game where 2 team members go to back of class and face wall. Another pupil touches one of the answers on board. When the 2 pupils turn round again, they have to guess which sentence was touched by reading it aloud.Daily activity – give answer to ¿Tienes hermanos? | Ball, timerBrothers and sisters:Early Start Spanish 1 book – pg 88 andvideo clip on cd – section 14At end of unit:Power point ‘Introducing family members – The Simpsons’Simpson Family Tree‘Brothers and sisters’ power point slideAt end of Unit 1:Maths’ power point | Hard ‘g’ in ‘tengo’Hermanos can mean ‘brothers’ or ‘brothers and sisters’.Tengo is the 1st person singular of the verb ‘tener’ to have. Pupils met this verb when they learnt to say their age and ask someone else their age in Year 3 Unit 2 Lesson 1. See notes on the use of subject pronouns in Spanish at the end of that unit. |
| **Assessment Opportunities** | Pupils’ reply to the new question |
| **KS2 Framework Objectives****Oracy 3.2 3.3** | **Literacy****3.1, 3.3** | **Intercultural Understanding** **3.7** | **Knowledge about Language** **4.6** | **Language Learning Strategies****3.3** |

**Spanish Planning Year Year 3 Unit 6 Lesson 3 Date**

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| **Learning Outcomes with link to Programme of Study Objectives** | **Key questions/New Learning** | **Activities** | **Resources** | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:*** **can recognise pet nouns (PoS 1)**
* **can say that they have a certain pet (PoS 5)**
* **can pronounce ‘rr’ correctly (PoS 6)**
 | un perro dogun gato catun pez fishun cobayo guinea pigun conejo rabbitun hámster hamsterun caballo horseun pájaro birdun ratón mouseuna tortuga turtleuna serpiente snake¿Tienes mascotas? Do you have any pets?(tea-en-es/mass/cot-ass)Tengo I have(teng-go) | Revise the question about siblings: ¿Tienes hermanos? with ball and encourage full reply, e.g. Tengo un hermano y una hermana. Pupils in pairs then ask each other the question.Tell pupils they will learning how to say whether they have any pets, which will involve a similar question and answer, i.e. ¿Tienes mascotas? and Tengo un /una…/No tengo mascotas. Introduce pet names in a sentence by saying, pretending you have this particular pet, e.g.: Tengo un perro, with a silent action, which pupils repeat. Next say, e.g. Tengo un gato. After all sentences introduced, say a sentence, pupils do action. After practice with each pet sentence, do in reverse, i.e.do an action and pupils say sentence.Place picture flashcards of pets on board and play ‘fly swat’ team game where you say, e.g. Tengo un conejo, and the first ‘contestant’ to tap the correct one gains a point.Place word cards of pets on board under 2 columns – un and una, and ask named pupils to make a sentence in Spanish, e.g. I have a snake – Tengo una serpiente.. | Ball, fly swatsPronunciation of pet words:<https://tinyurl.com/t7qrrtd>except for:cobayo (cob-eye-yoh)N.B. (a) ¿Tienes mascotas? can also be said as ¿Tienes alguna mascota?, but the former is used in this unit.N.B. (b) **una cobaya** also means ‘guinea pig’, but the pet is used in the masculine form in the topic of ‘pets’ in this s.o.w.At end of unit:Pet picture and word flashcards | ‘rr’ in ‘perro’is trilled like 2 separate ‘r’ sounds:(paiR-Roh)un and una + noun mean a or one, e.g.un perro=a/one doguna tortuga=a/one turtleSee notes on the verb ‘tengo’ in lesson 2 of this unit. |
| **Assessment Opportunities** | Pupils’ oral sentences |
| **KS2 Framework Objective****Oracy 3.2** | **Literacy****3.1**  | **Intercultural Understanding**  | **Knowledge about Language**  **3** | **Language Learning Strategies****1** |

**Spanish Planning Year Year 3 Unit 6 Lesson 4 Date**

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| **Learning Outcomes with link to Programme of Study Objectives** | **Key questions/New Learning** | **Activities** | **Resources** | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:*** **can ask someone else if they have a pet (PoS 3)**
* **can use a bi-lingual dictionary/support sheet (PoS 9)**
* **can pronounce ‘z’ correctly (PoS 6)**
 | ¿Tienes mascotas? Tengo…No tengo…un perro dogun gato catun pez fishun cobayo guinea pigun conejo rabbitun hámster hamsterun caballo horseun pájaro birdun ratón mouseuna tortuga turtleuna serpiente snakedos perrostres gatoscuatro tortugas, etc.dos pecestres hámsterescuatro ratonesy | Show pet power point, where pupils say pet sentence before words appear. Power point ends with a team game. Support pupils by modelling 2 possible answers: Tengo un gato/No tengo mascotas.Pupils do role-play in pairs asking each other the question and each giving their replies. Have picture/wordcards of pets on board for support.Introduce song from ¡Español! ¡Español! by giving out a line from the song to each pupil – see in resources. Read out each line of the song in Spanish and pupils hold up their cards when they hear their words.Tell pupils there are some as yet unknown pet words and play song, with pupils holding up their cards again.Show pupils words of song in its entirety either on iwb or on copied sheets.Ask pupils to read out words they know, and those they do not. Give out bi-lingual dictionaries and mini whiteboards to pairs of pupils, and give time for them to find and write the meanings of words you write on the board .Play song again and pupils follow words and sing.Optional writing task. Show writing task picture sheet on board and pupils write a sentence for each using ‘Tengo’ + pet(s) with support writing task sheet for those requiring it.Daily practice: Pupils practise the new question and answer. | Ball, timer, Bi-lingual Spanish/English dictionaries¡Español! ¡Español! Pg  pg 11 – track 2.17 (song – pet rap)At end of unit:Pet power pointPet lines from ¡Español! ¡Español! (to copy for class)Writing task picture sheetWriting task help sheet | ‘z’ in ‘pez’Plural of nouns:If a noun ends in a vowel, make it plural by adding -s.If a noun ends in a consonant, make it plural by adding –esN.B. The plural of ‘pez’ is ‘peces’.‘Ratón’ becomes ‘ratones’ without the accent on the ‘o’:(rat-on-es) |
| **Assessment Opportunities** | Role-play |
| **KS2 Framework Objective****Oracy 3.3** | **Literacy****3.3**  | **Intercultural Understanding**  | **Knowledge about Language**  | **Language Learning Strategies****9** |

**Spanish Planning Year Year 3 Unit 6 Lesson 5 Date**

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| **Learning Outcomes with link to Programme of Study Objectives** | **Key questions/New Learning** | **Activities** | **Resources** | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:*** **can understand 2 known verbs in the 3rd person singular form (PoS 12)**
* **can understand a text about a Spanish boy’s family (PoS 7)**
* **can pronounce ‘ll’ correctly (PoS 6)**
 | ¿Cómo se llama? What is his/her/its name?Se llama…His/her/its name is…¿Cuántos años tiene? How old is he/she/it?Tiene… años. He/she/it is…years oldT: ¿Tienes hermanos?P: Tengo un hermano.T: ¿Cómo se llama?P: Se llama…T: ¿Cuántos años tiene?P: Tiene 8 años.Árbol Genealógico (are-bol/hen-ay-al-och-ee-coh)  | Ask named pupils: ¿Cómo te llamas? ¿Cuántos años tienes? and ¿Tienes hermanos?Model role-play in ‘Key questions…’ with a puppet:Ask pupils what the conversation was about, i.e. asking the name and age of someone else.Hold up picture flashcards of members of the Simpson family and ask: ¿Cómo se llama?. Pupil reply: e.g. Se llama Bart. Then ask that pupil: ¿Cómo te llamas? Pupil reply: Me llamo…Hold up a picture of Lisa and ask: ¿Cuántos años tiene? Pupil reply (rough guess): Tiene 9 años. Then ask that pupil: ¿Cuántos años tienes? Pupil reply: Tengo…años.Pupils practise the above role-play in pairs, using just ‘un hermano’ or ‘una hermana’ in 2nd line to keep it simple, with puppets.Show Family Tree pdf on iwb, which practises the new learning, and tell pupils the person whose family tree it is is Carlos and that he appears as ‘Yo’ (I, me). Ask questions in English to make sure pupils understand how the family tree is set out. Read the text aloud and pupils, working in groups, with a hard copy, one between two, say the missing words. The next 2 activities can then be done, again as a group. Daily practice – pupils practise role-play | Ball, timer, puppetsAt end of unit:Mi Familia – Family Tree | Double’ll’-similar to the "y" of yellow.Conjugation of the verb ‘tener’ (to have) in present tense 1st, 2nd and 3rd person singular:Tengo I haveTienes You haveTiene He/she/it hasConjugation of the verb ‘llamarse’ (to be named) in present tense 1st, 2nd and 3rd person singular:Me llamo My name isTe llamas Your name isSe llama His/her/its name is |
| **Assessment Opportunities** | Observe pupils in role play |
| **KS2 Framework Objectives****Oracy 3.2 3.** | **Literacy****3.1** | **Intercultural Understanding** **3.7** | **Knowledge about Language** **4.6** | **Language Learning Strategies****3.3** |

**Spanish Planning Year Year 3 Unit 6 Lesson 6 Date**

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| **Learning Outcomes with link to Programme of Study**  **Objectives** | **Key questions/New Learning** | **Activities** | **Resources** | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:*** **can say sentences about themselves and one or two about a family member depending on ability (PoS 5)**
* **can recognise difference between 1st and 3rd  person singular verb endings of 2 known verbs (PoS 12)**
* **can pronounce ‘ñ’ correctly (PoS 6)**
 | Consolidation lesson Mi otro hermano (my other brother)Mi otra hermana (my other sister) | Pupils to prepare a presentation about themselvescovering a minimum of 2 or 3 of the following:Me llamo…(name)Tengo…años.(age)Mi cumpleaños es el…de…(birthday)Mi color favorito es el…(favourite colour)Vivo en…(town of abode)Me gusta …/No me gusta… (likes/dislikes – one of each)Tengo…(brothers and sisters/pets)will be the summative assessment task 2 for year 3. (See beginning of Unit 6 lesson 1).Give pupils a helpsheet with which to prepare their presentation.When pupils do their presentations, they can read from their helpsheets or do the presentation from memory.Pupils have the opportunity to add additional information, e.g. about the name/age of a person/pet in the familyPut headings on the board (from helpsheet) for support for those pupils who can speak from memory.Daily practice -Pupils respond to register with their name and another piece of information about themselves  | Ball, timer, puppetsAt end of unit:Helpsheet for presentation | ‘ñ’ in ‘cumpleaños’For pupils with several siblings, see helpsheet for examples of how to describe one of them. ‘Key questions…’ has one suggestion |
| **Assessment Opportunities** | Observation of presentations  |
| **KS2 Framework Objective****Oracy 3.3** | **Literacy****3.3** | **Intercultural Understanding**  | **Knowledge about Language**  | **Language Learning Strategies** |

**Spanish Planning Year Year 3 Unit 6 Lesson 7 Date**

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| **Learning Outcomes with link to Programme of Study**  **Objectives** | **Key questions/New Learning** | **Activities** | **Resources** | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:*** **can understand why there are accents in some Spanish words (PoS 2)**
* **can pronounce ‘ll’ and other sounds correctly (PoS 6)**
 | Marrón brownBatería drumsDoctor doctorLibro bookDiciembre DecembreFecha dateEschcho I listen/am listeningGenial brilliantHermano brotherJulio JulyNaranja orangeCaballo horseAños yearsMarzo MarchJueves ThursdayPájaros birdsDía dayDomingo SundayAbril AprilVerde Green | Re-show parts of power point– Sounds of Spanish1 with sound – from Unit 1 lesson 8 – and Sounds of Spanish 2 – from Unit 3 lesson 7 to revise pupils’ understanding of the phonics of the language.Show power point – Sounds of Spanish3 with sound – which focuses on accents and stress.Place word cards of words that follow the pronunciation rules of some of the words from all 3 power points, and see if pupils can say how they are pronounced based on prior knowledge/the rules of pronunciation.The words should be re-visited in future lessons, as this will a) remind pupils of pronunciation rules of known words and b) help them to pronounce new words that follow the same sound pattern.Do Summative Assessment 2 (see Year 3 Unit 6 Lessons 1 6 for details).Daily practiceRespond to register with one of the words | At end of unit:‘Sounds of Spanish3’ power pointWord cards Support sheet for word cards for non-specialist teachers | ‘ll’ in caballoPronunciation rules |
| **Assessment Opportunities** | Observation of pupils’ pronunciation of words with accents |
| **KS2 Framework Objective****Oracy 3.3 3.4** | **Literacy****3.1, 3.2** | **Intercultural Understanding 3.3** | **Knowledge about Language** **3. 1, 3.3** | **Language Learning Strategies****3.2** |